Creating learning environments for young people
by Maria Papapetrou

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by Gary W. Evans

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by Roderick J. Lawrence

The interior architecture of housing for the mentally retarded
by Heba Samra

PUTTING RESEARCH INTO PRACTICE:
Reflections on the current state of the debate,
in view of the 4th EPUK conference
by Ombretta Romice, Christopher Spencer & Edward Edgerton

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Dear IAPS members,

As you can see, this is the second issue of the new-look IAPS bulletin, it looks nice, it is informative, and it is on time. The Bulletin brings you the latest news about our organisation and about what is going on in terms of people-environment relations. Many thanks to Ricardo who is doing really an excellent job.

The preparations for IAPS 19 in Egypt (September 2006) are going well. The theme of the conference, "Environments, Health and Sustainable Development", adds a new and important dimension to previous IAPS conferences and with an obvious relevance to our present world. Egypt, as a location for our next international biannual conference, is ideal to encourage the participation of delegates from Egypt, the Middle East and North Africa. So, after the Vienna conference which opened our IAPS community to the eastern European countries and favoured new and exciting contacts with researchers from Bulgaria, Romania and former Eastern Germany, we are looking forward to meet academics and professionals from the Mediterranean region. I am convinced that this opportunity will enhance the quality of research and implementation to the benefit of all and promote interdisciplinary and international collaboration.

The other great news of the past few months, is that Hogrefe & Huber, the publisher of the past two IAPS conference-books, has agreed to the establishment of an IAPS-Series with the title "Advances in People-Environment Studies". The series will provide an opportunity for the conference organisers to publish selected papers representing the latest developments and innovations in the field. In addition to these volumes published every two years –provided the material is of high quality– there will be the opportunity to publish thematic volumes in the years in-between. The volume editors, David Uzzell and myself, will undertake to select and commission additional book proposals and then oversee their publication in the series.

This exciting development will give IAPS a broader international visibility and guarantee that former volumes of the series will be disseminated, easily available and identified as an IAPS publication.

Sincerely, Gabriel Moser
É túa. Traballa para ti.

Porque cada paisaxe da Coruña é unha historia. Porque cada vez que tu a ves é diferente. Traballamos para que cando a mires, sempre a vexas fermosa. E túa, traballa para ti.

We belong to you. We’re working for you. Every nook, every landscape in A Coruña is a story in itself. Different every time you look at it. And it’s our job to make sure that when you see it, it looks as beautiful as always. We belong to you and we’re working for you.
Dear IAPS members:

We would like to thank you for the positive feedback we have received from many of you on the new look of the IAPS Bulletin. It is indeed true that a well-designed Bulletin is more pleasant and easy to read, but we should not forget that the quality of this publication is determined by its contents, its ability to disseminate relevant high quality information through the contributions it receives. If it is to provide a useful service to members of our scientific society, whether they be professors, researchers, or professionals working in the various disciplines who find in it a common ground, this can only be made possible by your willingness to share the results of your work, in the form of high quality research, with your fellow members.

We would therefore once more urge you to send your work for the next issue, which will be printed in early summer, the deadline being fixed as the coming 30 June 2005. Remember the different sections of the Bulletin:

a) Contributions (2000 words);
b) Thesis (500 words);
c) Announcements of congresses and conferences, books and special issues (200 words);
d) News (100 words);
e) Book reviews (600 words).

We are confident that this new stage of the Bulletin will contribute to strengthen not only the publication itself, but also our Association, in the field of people-environment relations in its various contexts of interaction throughout the world.

Thank you for your collaboration with IAPS Bulletin. Thank you also to Gemma Blanco for her collaboration in this issue.

I look forward to reading your contributions.

All the best

Dr Ricardo García Mira, Editor
Dr Angela Castrechini, Assistant Editor
Dr Ombretta Romice, Bulletin Support
Dr Hulya Turgut, Bulletin Support

NOTICE WITH REGARD TO THE ENGLISH LANGUAGE IN YOUR MANUSCRIPTS.

Although we welcome all our members to submit material, any paper or other material submitted for publication in the Bulletin must be written to high standards of English grammar and punctuation. To help the review process, such material should be checked by a fluent English speaker before submitting it to the Bulletin. I am sure that the publications of IAPS will improve in quality with this assistance.
School building is a very sensitive part of the whole built environment, because of its multiple influence on developing individual's everyday life in terms of biological, cognitive, psychological and social aspect (Moore, 1987). The role of school as an educational institution is equally important to that of the school being the place where the socialization of the youth takes place.

The school environment as an assimilation of the wider real world is the place where students construct their experiences and develop their skills. Students are emancipated and integrated through chances for cognitive development for discovery and cultivation of their talents (Vygotsky, 1929), for social interaction and creative expression, which create positive and prosperous conditions for the forthcoming maturity (David, 1982). In other words, school can be the “Alma Mater”, the holy soul-mother where young people develop and from where they will be propelled to the world. Among others, the physical environment is a very important parameter of the meaning of school. Students are directly influenced by the physical features of the school they attend. Space planning is an important educational function (Beggs, 1964).

Despite the fact that the influence of the school built environment's on students' behavior and evolution is recognized, it is usually not paid enough attention on school design.

Nowadays, schools in Greece and especially high schools, are solely used as institutions where teachers convey knowledge to the students. Firstly because of the centralized way of school design which has produced some standard types of school buildings all around Greece, designed and constructed by the national “School Building Organization” and secondly because of the numerous changes the educational system has been through the last decade, school building confronts many functional difficulties today in Greece. In addition, though the students spend a lot of their daily time in school, school building is not a pleasant and familiar place to them. On the contrary, they experience feelings of alienation and often hostility in it.

On the other hand there is a considerable restriction of available space for young people in the contemporary Greek urban environment - as a result of the increasing number of built blocks in it. In fact, there are no proper public places for young people, in which they can fulfill their personal and age functional needs as for example discussion, training, having fun and so on. The dangers of such a serious deficiency are obvious.

Under these conditions there is a strong need for redefining the meaning of the school environment, not only in terms of learning, but also in terms of the school environment being the place where young people can develop their social behavior.

Consequently, School design in Greece became nowadays a matter of particular importance. From this point of view, I have undertaken an experiment which concerns the redesigning of facilities of the Art Studies Section at the 1st Technical School of Neapolis, a developing suburb of Thessaloniki. The experiment took place during the winter of 2000.

The Art Studies Section at the 1st Technical High School of Neapolis would use the part of the building that was used before as a Laboratory of Carpenter Applications. So, the rooms that are in use today aren’t as proper as they should be. Furthermore there are not enough rooms for the educational needs of the Section. Although the number of the Section’s registrations were continuously increasing, its abolishment so that the rest of the school could function better was under discussion.

After discussing all these problems with the stuff, was born the idea of redesigning this part of the school as well as the yard, the canteen, the open amphitheatre, the corridors and passages, the teachers’ offices and the toilets.

The demand to choose a methodology which could solve the age needs of the adolescent students as well as to all current
functional difficulties of the existing facilities, led me to use in this case the participatory design methods, as a direct creative dialogue between the designer and the users which utilizes the experience and the knowledge of the students and the teachers equally (Sanoff, 1994).

The intentions of the experiment were:

a) to find and recognize the probable advantages of the participatory methods in school design, probably providing a useful methodological tool for developing links between the school environment and the students' everyday life.

b) to solve the functional difficulties of the existing facilities.

c) to create a familiar place for young people for their school and free time equally, restoring the deficiencies of proper space for adolescents in the neighboring area.

The participatory design in school building was used for the first time in Greece, so the present text is quoted to the design process that has been followed, as well as to its results. The whole project was based on the user's active participation in the design process, considering them as catalysts to the formation of the data base of design and recognizing their needs and expectations as of high importance for the success of their school redesign. The techniques have been followed were borrowed from the area of Social Sciences (Sanoff, 2001).

The whole project was developed in three steps, which were related with each other in a dynamically circular way, which means that there was a feedback between one step and the others.

The first step, was aimed to the recognition of the problem's parameters, in order to declare which will be the design objects. The methods used were: 1. Group discussion, intending to open a positive communication channel between school community and the designer and to help all the participants to realize the reasons why the present building was needed to be redesigned. 2. Checklists, aiming to define the special educational goals of each lesson, the corresponding activities and at last which should be the corresponding properly organized and furnished spaces. 3. Wishes list and a photo questionnaire, according to the students' and teachers' expectations as for their classroom and to the whole school environment in general to be declared, in terms of aesthetic and function.

The second step was the evaluation of the existing building, in order to spot the probable deficiencies or inadequacies in it. The methods used were: 1. Closed personal questionnaires concerning the physical environment - orientation, room size, security, ventilation, light, acoustic, temperature, yard, green, social manifestations, formal and informal meetings, noises activities, grouping of classrooms, individual learning and so on. 2. Walk through evaluation, where the participants guided the designers to the whole building, remarking its negative features that had to be changed. 3. A final list of the demanded improvements and changes that had to be done.

The third step was about the realization of the participant's proposals. In this step the participants separated in groups of 4 to 5 persons, working on a ground plan of the building, proposed their solutions, providing their own ideas and expectations. Finally, the proposal which was considered to be the best by all the participants was the one that reflected all the users' priorities and that was chosen as the dominant one for being put into practice. The process of choosing the dominant proposal was based on exhausting discussions between all the sides, teachers, students and the designer. The final proposal has been suggested to the Local Community Authority for approval.

A part of particular interesting, conceiving of the results in the first step was this one which was about the organizational structure, focusing on the school environment as a familiar everyday living place for the students. The recent results are showed in the following diagram:

**Students' preferences about their classroom**

<table>
<thead>
<tr>
<th>Preference</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Comfort</td>
<td>23%</td>
</tr>
<tr>
<td>Social aspects</td>
<td>18%</td>
</tr>
<tr>
<td>Psychological quality</td>
<td>32%</td>
</tr>
<tr>
<td>Arrangement</td>
<td>9%</td>
</tr>
<tr>
<td>Equipment</td>
<td>4.5%</td>
</tr>
<tr>
<td>Property</td>
<td>13.5%</td>
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</tbody>
</table>

It is obvious that the students consider that the psychological quality of the space as of a high significance
to them (in terms of territoriality, privacy, personalization, personal style of the rooms in order to the students express their special interests and attitudes, as it comes out from their answers). Also they believe that the social aspect (chances for group work, students and teachers interaction, formal and informal meetings) are very important for the quality of school environment. Their prospects were also reflected on their design proposal.

The teachers on the other hand, consider as more significant the learning environment, in terms of the right level of light, acoustic, temperature, adequacy of equipment, proper furniture, flexibility, storage, library.

**Teachers preferences about the classroom**

<table>
<thead>
<tr>
<th>Preference</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1. outdoor lesson</td>
<td>27%</td>
</tr>
<tr>
<td>2. educational activities</td>
<td>14%</td>
</tr>
<tr>
<td>3. learning environment</td>
<td>36%</td>
</tr>
<tr>
<td>4. aesthetic</td>
<td>9%</td>
</tr>
<tr>
<td>5. psychological value</td>
<td>14%</td>
</tr>
</tbody>
</table>

Teachers also believe that there is need for outdoor lesson spaces, while the psychological quality is significant to them but not as a matter of first priority. Teachers’ final proposal concentrated in the classroom’s and the laboratories’ arrangement as well to the right locations for each one of them.

In general, it is obvious that all the participants and especially the students underline the importance of the quality of the school environment, expecting to have a familiar and friendly school building. Proper size, light, acoustic, temperature, equipment of the classroom but equally, comfort, interior organization which provides a positive social and psychological atmosphere are the qualities estimated as the important factors of a good school environment. In others words, it has been proved that the school environment can be a familiar place to the adolescents, when it is enriching with all these qualities they compose a positive living place for them, during their school time and for their free time equally.

On the other hand, in relation to the experiment of the participatory design process it is important to reported that: first of all the participants seemed to be very satisfied because they could have a voice to the design process in order to improve their school environment. Secondly came to the light not only the apparent but also the subtle sides of the problem.

Apparently, the results of this experiment can serve practically as a guide for the changes that have to be done so that the present functional problems of the 1st Technical School of Neapolis could be resolved, while the participatory design process can be considered as an effective school design method by which the designer can provide not only the necessary educational facilities, but also these space qualities which deal with the adolescents age functional needs.

**References:**


Putting Research into Practice: Reflections on the Current State of the Debate, in View of the 4th EPUK Conference

Ombretta Romice [1]
Christopher Spencer [2]
Edward Edgerton [3]

[1] University of Strathclyde, Department of Architecture
[2] University of Sheffield, Department of Psychology
[3] University of Paisley, Institute for Applied Social and Health Research

Compelled with other more established areas of psychology, environmental psychology (EP) can be considered a relatively new field. Despite its apparent "youthfulness" though, it is now well established and continues to expand and develop. The growth of organisations such as IAPS, EDRA, PAPER, and research publications such as the Journal of Environmental Psychology and Environment and Behaviour. Over the last four decades, environmental psychologists have conducted research in a wide variety of topics related to human-environment transactions and there is now a substantial and well-researched literature base, which can be used to improve human well-being and the physical environment.

From the beginning, environmental psychologists began wondering about, as psychologist George Miller put it, "giving away" their work i.e. finding a way to make the knowledge they created, available to those outside the discipline who could make use of it in practice. The main concern was that the work produced within the remits of EP was having too little impact on other professions working in related areas e.g. architecture, planning and design. Since then, the debate on what is now known as the "applicability gap" has evolved and continues with both pessimistic and optimistic contributions.

Very recently, the environmental psychologist Christopher Spencer, from the University of Sheffield, has decided to "feel the pulse" of the debate once again, by sending a call to colleagues and friends working in the environment-behaviour field asking two very straightforward questions: "how much of this research is being used", and "how penetrable and usable is what is currently available?" Since the need is very practical, Christopher went on with his call suggesting that the debate should concentrate on two specific problems: (i) the format that researchers should adopt to make this knowledge clear, and (ii) how this knowledge is spread and made an essential part of the process of environmental transformation along with more recognised disciplines.

Judging from the number of exchanges that followed, there is little doubt that we need to keep on worrying about this applicability gap, since EP research, as well as that of the several other fields of "applied psychology", is often perceived to be either so vast that it puts practitioners off to start with, or so obvious that practitioners feel they can do without it.

If anyone at this point still had any concerns on the usefulness of this debate, let us just repeat what Thomas Fisher spelled out so clearly in his article "architects behaving badly": "if it is all so obvious, why haven't these "discoveries" been evident as guiding principles in the designed environments we have been creating for the past half century?"

Much progress seems to have been made in the US, where it is statutory that education in certain disciplines now relies on findings from environment-behaviour studies. The UK and Europe are somewhat less advanced in this matter, but this may be the perfect time to catch up. The UK Government has recently expressed interest in design codes, which are meant to become guidance relying on well-established knowledge to improve the quality of our environment.

It is helpful to summarise in this short article some of the points raised by Christopher's call and use them to stimulate further debate. We all accept that excellent environment-behaviour research exists and is disseminated through illustrious disciplinary journals as well as through meetings of well-established organisations. Since our target includes busy practitioners as well as like-minded researchers, the issue that arises is whether these channels of dissemination are the best available, or should we invest more energy and work in formulating the findings in clearer manner, free from off-putting jargon (whilst remaining true to our disciplines), and making it available through more direct channels (probably on-line). There are already a number of heroic individuals who offer an information service for colleagues in the profession however, if we want to make these individual initiatives more effective, who should be responsible for creating this resource? Would it be worthwhile for example to start a collaborative enterprise where we all contributed a section or two in areas where we felt ourselves capable, perhaps under the auspices of one of the international organisations or journals?

Although the task is a fairly demanding one, it is important to start breaking down the problems to address. First of all, we should ask ourselves if we are focussing our concerns upon the right targets i.e. who should we give our research away to? With respect to this problem, we must learn from the progress made in other fields. David Canter, thinking of his experience in Investigative Psychology, suggests that we rather missed our way in EP by not connecting directly with the decision making processes of our target professionals. Instead we got sidetracked into matters of interest to us but not ones on which these other professionals could really act. For Investigative Psychology one focus is on producing research to support police decision-making; this is without doubt an important question to embrace in EP.

Secondly, is it time for us to reconsider who the real final users of our research should be, i.e. who the real decision makers are. Very possibly we might acknowledge that is not the designers themselves who we should solely target, but the policy makers, such as planning bodies, ministers for development etc. Their recognition of the value of our research might speed up environmental change, thus affecting regulations, education and delivery. As Kate Charles wrote, "our research, backed up with systematic, reliable findings and not simply anecdotal
common sense, can be very effective in persuading decisions to be taken and money to be spent." Edward H Cornell makes a related point, suggesting that environmental psychologists need to collaborate more with economists, attaching an economic value to the environmental qualities they study and research; this could prove beneficial in diverting development priorities towards those environments that we support. In addition, it is an argument that doesn't in any way compromise the quality and independence of our work, instead it encourages us to adopt an efficient way to disseminate it.

Of equal importance, is the recognition that no matter who the immediate and most effective target of our work should be, education in those related fields should embrace environment-behaviour studies as an essential component.

Several people expressed strong views in relation to this area. Sharon E Sutton, David Uzzell, Gary Evans and Ombretta Romice suggest that environment-behaviour studies must enter the curricula of these other disciplines. Young designers are very likely to mature as professional figures developing the values they were taught and by the end of their training it may be too late to expect them to embrace environment-behaviour studies. Instead of being taught to be self-reliant, they must instead, be taught to be receptive to environment-behaviour work and consider it an integral part of their work. In this respect, Sharon Sutton also alerts us on the nature of the professional accreditation bodies e.g. in architecture, which often tend to be technocratic and focus more on "student performance criteria" that results in a shift away from exposure to behavioural and cultural knowledge to exclusively engineering and legal knowledge.

Visibility is the third key concept to take into account. How visible is the vast amount of research that is produced, to practitioners? As Kate Charles points out, practitioners tend to stick with the discipline they know, and so architects for example, won’t necessarily read something that comes from "environmental psychology". The process behind the production of this research therefore becomes very important; here Kate talks about critical mass of the research significance, size and reputation of the institute where our work is produced will have an effect on how well and how far the findings will reach. Perhaps the lesson for our research Departments and Institutes is that they must be supportive in helping us disseminate research findings to practitioners. Unfortunately, within a university context this is not often something that researchers are typically rewarded for; clearly this attitude has to change since a significant part of the value of our work derives from it having a practical purpose.

Possessing a critical mass of researchers, makes it easier to become a "known" source of useful information. It is much harder for individual psychologists to make themselves known to the design community. As Kate suggests, one solution might be to have some kind of umbrella organisation, from which different kinds of design guidance could come, provided by the individual members. In addition, a reliable critical mass can afford to bring multiple disciplines together, thereby giving us access to a wide network of different construction-related communities.

If these are the main areas of discussions proposed, Christopher has also gathered a number of extremely useful practical suggestions, on how to start working to achieve them. On disseminating our work, Patrick Devine-Wright proposes to link tailored dissemination activities to our major conference events (e.g. IAPS), making it a pre-requisite for participation to produce a summary of their paper (area of interest) in the kind of format you describe, which could then be released on the internet. An additional idea would be to link or twin events like EPUK or IAPS with gatherings of designers/planners organised by RIBA, TCPA, RTPI, CIBSE etc, bringing divergent audiences together.

Again on dissemination, Robert Sommer suggests that our research should be tailored to the audience we want to reach and that we should be more accommodating in manufacturing it according to circumstances. He offers as an example his eclectic but comprehensive and influential work, online at: http://psychology.ucadvisers.edu/sommer.

Mirilla Bonnes, acknowledging that there are very effective examples of good use of our work, suggests that we start working on collating experiences from our countries where the same problems are at different stages of evolution.

One suggestion related to the idea of targeting decision makers, is offered by Ann Devlin, and refers to accountability. She suggests introducing compulsory, systematic feedback on design. If this were the case, much more effort would be placed in getting things right to start with.

At the beginning of this short paper, we acknowledged that there are real problems to address however, we should also be optimistic because there are excellent examples of how the gap can be closed; some of these examples are given below.

Jack Nasar pointed out an excellent enterprise called Research Design Connections (now an on-line journal) that takes research findings and puts them into graphic and easily readable format for design professionals.


Alan Hedge suggests The American Society of Interior Designers (ASID), which provides funding and initiated a major program to develop a web-based resource of good research translated into language more familiar to designers. The Inform Design covers many journals but is selective in the research that it summarizes, choosing only the most interesting, current and relevant articles: http://www.informedesign.com.

Graham Soult suggests SAPLING, the Architecture, Planning & Landscape Information Gateway which featuring more than 700 reviewed links to architecture, planning and landscape-related websites http://www.sapling.org.uk/.

Anne Beer highlights a very thorough site on evidence-based design: http://www.making-places.info/Places/.

Kate Charles’s Institute for Research in Construction disseminates work done through several means including a newsletter, best practise guides, design guides and seminars (these are available online at: http://irc.nrc-cnrc.gc.ca/). Whatever the format, Kate highlights the difficulty in providing useful information without distilling research findings to the point of making them meaningless (or invalid). Based on her experience, she suggests having someone on board who is not a researcher and who could review documents etc. from a non-researcher perspective.

We are sure there are many more of such examples of good practice. We therefore invite all readers to offer more, as well as suggestions, through the www.iaps-organisation.com website.

The 4th EPUK Conference aims to provide a forum for discussion of these topics to Glasgow, in September 2005. To learn more about it, and take part to this event, visit: http://www.envpsy.org.uk or email: epuk4@paisley.ac.uk.
Environment and behavior researchers are principally interested in the role of the physical environment in human behavior. Two analytic approaches commonly applied to this topic may seriously distort the nature of how the physical environment influences human behavior.

The first approach is to control for social class, usually with a statistical model or by sampling. This is problematic for at least two reasons. First and foremost social class typically will have a stronger affect on human behavior than the physical environment. Thus a major source of explanatory variance goes unaccounted for. Second, social class is strongly tied to environmental quality. At least in America, one would be hard pressed to identify a physical variable from the micro scale (toxin) to the macroscale (urban quality) that is independent of social class. Thus rather than remove social class from our models we ought to bring it directly into them. Thus one can ask questions such as: is the effect of an environmental variable on behavior moderated by social class?; to what extent is the powerful influence of class on behavior mediated by physical qualities of the environment?

The second common analytical strategy used in environment and behavior research is to isolate one physical variable in order to understand its causal role in affecting human health and welfare.

This also can distort the reality of how the system actually operates. First, many environmental qualities covary (e.g., noise and crowding, housing and neighborhood quality, color and light).

Second, the operation of multiple physical variables in concert may be different or at least more potent than singular environmental behavioral processes. For example housing quality, noise, and crowding in concert have substantially stronger impacts on physiological stress than each one does by itself.

These two sets of analytic problems converge as well since a critical component of poverty and racial minority status is the confluence of physical and social risk factors among the disadvantaged. By removing social class from our work, we effectively depose ourselves from policy debates about poverty, racism, inequality, and environmental quality.

References:
The mass media has focused much attention on the aftermath of the Tsunami in the Indian Ocean on 26th December 2004. However, too much coverage of this tragic event has been voyeurism. It could have been the occasion for human societies to address some fundamental questions. For example, why does the mass media fail to admit that this tragedy is not simply a "natural disaster" but one in which humans played an instrumental role? This kind of question will be briefly considered in this short article. It will discuss the pertinence of some basic principles of human ecology for thinking about this catastrophic event.

The organising principles of human ecosystems are derived from people-environment-biosphere relations. Human ecology maintains that the biological, ecological, cultural and social components of human ecosystems should be considered as well as the interrelations between these components. These are complex relations that form a systemic web linking all components either directly or indirectly. This is one application of a holistic worldview, which can be contrasted with the atomistic and mechanistic world-views that have dominated Western civilisations.

There are certain conditions and limits overriding the sustenance of human groups and societies that are inherent principles of human ecology. First, the biosphere and the Earth are a finite, unified whole. The Tsunami illustrates that in our world with a growing international market for tourism, population groups from many countries around the globe have been affected physically and emotionally by this event. We have been abruptly reminded of the interrelated nature of both natural and human ecosystems at local, regional and global scales of several continents and oceans.

Second, the Tsunami illustrates that human ecosystems are not closed, finite systems that separate "here" from "there". Instead they are open systems with permeable boundaries that can be transgressed by external influences of an ecological kind (notably sea-level earthquakes) and an anthropological kind (including infectious diseases). This means that human sustenance is the result of both external conditions and processes and internal factors that can have unpredictable impacts on human well-being. This principles raises questions about the evaluation of risks prior to the construction of coastal developments for tourism. These risks include the precise impacts from a specific event, such as a tidal wave, or longer term impacts related to slowly increasing sea levels in the wake of global climate change. In essence, any kind of development for mass tourism that ignores the ecological limits of ecosystems increases the risk of mass destruction.

Third, humans must create and transform energy by using materials, energy and acquired knowledge to ensure their livelihood. The low energy demand of the livelihood of the majority of the indigenous populations in countries bordering the Indian Ocean can be contrasted with the high energy dependent livelihood of international tourists. These two population groups have significant differences in energy consumption (related to uses of non-renewable and renewable resources) and in the generation of solid and liquid wastes, and carbon dioxide emissions. Ethical questions of individual and collective responsibility should be addressed. We should admit that public good and social responsibility cannot be replaced by private profit and self interest without dire consequences.

Fourth, the Tsunami reminds us that movement, and change are fundamental processes on Earth and in the solar system from the largest scale of the planets to the smallest scale of organisms, atoms and electrons. Diverse kinds of transformation processes have earmarked the history of living organisms on Earth and particularly human civilisations. These temporal processes can be contrasted with the human misconception of stability and reversibility. Images of the flooded Maldive islands evoke questions about the predicted rise in sea level owing to global climate change. Is another, irreversible tidal wave gathering momentum at the global level?

Fifth, human beings can be distinguished from other biological organisms by the kinds of mechanisms they commonly use to define, modify and control their living conditions. Humans have several sets of mechanisms that enable them to adjust to specific environmental conditions. Adaptation is a set of interrelated processes that sustain human ecosystems in the context of a continual change: Evolutionary adaptation refers to processes of natural selection and is only applicable to populations and it is inter-generational. Innate adaptation refers to physiological and behavioural changes that occur in individuals that are genetically determined and do not depend on learning. Cultural adaptation refers to adaptation by societal processes that are not innate, such as legal measures, or changes in lifestyle and therefore it includes institutional adaptations. Therefore, the outcome of adaptation processes depends on an interrelated set of biological, ecological, cultural, societal and individual human mechanisms.

Cultural and social regulatory mechanisms are transmitted by the tacit know-how of populations, including social rules and customs that are shared and respected in order to ensure sustenance. For example, except for human groups dependent on sea fishing, the indigenous populations of many Asian countries rarely constructed their vernacular housing along the shoreline. They usually respected the local vegetation, including wild mangroves.
that provided a buffer against sea storms. They rarely prac-
tised large-scale deforestation. In contrast, the growth of 
large-scale tourist resorts has led to irreversible changes in 
local ecosystems including the clearance of mangroves, 
deforestation, damage to coral reefs and the creation of 
artificial sand beaches. These transformations have been 
imposed by foreigners who are ignorant of the functioning 
of indigenous ecosystems. The Tsunami is a harsh 
reminder of human fragility and powerlessness in contrast 
to the inherent forces of Nature.

Responses to disturbances of ecological systems are 
varied and unpredictable because they depend on the type 
and intensity of the impact (e.g. a small, single incremental 
disturbance such as a sea storm, or a large enduring impact 
such as deforestation) and the internal properties of the 
ecosystems. These responses include short- and long-term 
change, with or without equilibrium states and internal 
transformations. In principle, ecological systems are not 
static but dynamic and change continually in terms of their 
composition, the interrelations between their components 
and their equilibrium conditions. The dynamic nature of 
ecological systems is partly related to their diversity and 
their variability. Some changes to ecological systems stem 
from external sources such as unpredictable climatic 
events (e.g. hurricanes or droughts). Ecological systems 
must adapt to these events in order to survive by self-regu-
lation otherwise they will not be sustained. These internal 
responses do not only account for the magnitude of the dis-
turbance but also the degree of variability that it has expe-
rrienced historically.

The preceding examples show that adaptability and 
resilience are fundamental characteristics that should be 
related to the characteristics of human ecosystems. There is 
little doubt that the magnitude of the recent Tsunami would 
provokes damge irrespective of the kind of ecosystem. 
However, many lives could have been saved if the perception 
and evaluation of risk had been completed and widely publi-
cised to both foreigners and indigenous groups. We live in a 
high-tech era, but modern technology is not able to predict 
natural disasters, and once they occur, information is not 
communicated effectively in order to save human lives.

Following this tragic event, key questions should now be 
asked about how reconstruction will occur, and what 
resources will be used in order to make the livelihood of the 
inigenous populations less dependent on foreigners and 
more internally robust. Pertinent answers to this question 
should address the strengths and limitations of ecosystems 
that have been damaged or destroyed. Is it reasonable to 
replicate what existed? What other viable options exist? 
Can lessons be learnt from good practices of eco-tourism 
that have been applied in recent years? Why do develop-
ment policies in many countries in the tropical region of the 
world still rely almost solely on tourism rather than a diverse 
economy?

Today there is an urgent need to reconsider whether 
short-term financial gain is an appropriate indicator of devel-
opment. There is little doubt that a strong dependency on 
monetary income has been created using international 
tourism. This kind of economic investment has not promot-
ed the autonomy of the indigenous populations over the 
long-term. If we accept that a catastrophe occurs whenever 
a human society is unable to meet its own needs, then we 
can see that the broader implications of the Tsunami are 
 alarming. Although the Tsunami provoked an unpredicted 
and extensive disaster, there can be little doubt that it is also 
a painful reminder that too many people living around the rim 
of the Indian Ocean were already living without any autono-
mie. The basic needs of the current and future generations of 
these indigenous populations should be the highest priority 
of international institutions, national governments and non-
governmental organisations in the immediate future.

Last, but not least, it is crucial for people like you and me 
to address some fundamental questions. Will this tragic 
event be the catalyst for a change in our behaviours, in our 
relations to “others” and the way we consider our status in 
the world? Humility should replace arrogance. Ecological 
resilience rather than financial growth will be the key indica-
tor of the survival of future generations.

Further reading:
  Our fragile world: Challenges and opportunities for sus-
tainable development, Vol. 1, (pp. 675-693). Oxford, UK: 
  EOLSS Publishers.
• Lawrence, R. (2003) “Human ecology and its applica-
In this research, an MA at an early stage of investigation, focuses on the mentally retarded who represent 4.9% of the population in Egypt according to a report of the “Union of Special Cases Organizations” in 1997. Most of the present housing used for the mentally retarded were not initially built for this purpose, so we are dealing with both an issue of adaptive reuse of interior spaces and also the interior architecture of newly designed buildings intended to house them.

The research aims to identify the structural relations between socio-psychological factors related to the interior design, meaning and use of housing for the mentally retarded for children and youth (age 6-18 years) since intelligence develops between (2-4 months/years [??]) which equals an actual behavior of a normal person from (one -8 year old) approximately. [rather long sentence].

The methodology required a POE of such housing cases found in the city of Cairo to assess positive and negative aspects in order to reach appropriate interior design guidelines. But at this stage of investigation, we shall explore only two cases of specifically designed housing. Our selection was based on three main factors:

- Both cases date from the same period: late 1980’s.
- Both cases offer similar services, but with a different focus.
- Both cases accept incomers from all age range (<3-5 years> to adulthood), with a number ranging from (100-130).

Thus, the outcome could be easily compared, in terms of interior design determinants such as: the adequacy of space in relation to the activity it is designed for; the appropriateness of furnishing; furniture arrangement and type of furniture used in each space; the use of materials; and very importantly, the fulfillment of design considerations set in the standards for mental health facilities.

The procedure and instruments of data gathering were based on direct observation notes on the actual state of the interior spaces and furniture, sketches of furniture layout, and photographs. Interviews conducted randomly on the working staff were about:

- Age groups and number of inmates accepted in the facility.
- Types of mental disability dealt with.
- Care services provided in the facility.
- The working and daily schedule.
- The activities performed in each space. Individually? By groups?
- The involvement of parents in some activities? Which ones? How?
- Special design, equipment or feature used for a specific function related to the mentally retarded?
- Residents who sleep; are they permanent? Causes of their residence?
- The maximum number of persons/room?
- The caring mother’s bedroom in relation to inmates’.

SOME RULES TO FOLLOW

The interior environment of care center for the mentally retarded should be a humane psychological and physical environment that:

- Preserves human dignity.
- Provides privacy to the patient.
- Enhances the patient’s self-image.
- It should be appropriate, personalized, comfortable, attractive, home like.

According to Kleeman (Kleeman, 1981, p.54), any user of interior space should have the right to the following:

- Enough dimensional space to comfortably engage in the intended activity.
- The necessary artifacts for that activity.
- Barrier-free space so that any user, handicapped or hale, can use it.
- Adjustable artifacts to fit any user.
- Flexibility of artifacts so that they can be moved or changed to fit the needs of the user and the activity.
- Adjustable and changeable light, heat, sound and humidity to fit the user’s needs and requirements.
- Interiors that offer the user options of behavior.
- Interior environments that do not harm the user, especially those where the user is treated for some forms of illness.

In addition to the previously cited, there are some interior design considerations that should be taken into account when assessing or designing the micro-environment of a facility for the mentally retarded children and adolescents:

- TO PREVENT PERCEPTUAL DISTURBANCE: avoid monumentality, and conceive interior spaces that are not too large or formal.
- TO PREVENT ILLUSION: the rooms should have well defined ceiling and flooring. Closets should be perceived as being
completely inside the room. Permit beds to be placed parallel and against walls. Use hospital beds only for patients requiring nursing care. Do not use highly glazed finishes.

- **To reduce strain**: avoid arranging chairs and other sitting furniture in a manner that suggests a waiting room. Sofas should preferably not be used. Chairs should be individual, and should have relatively high-backs and arms to give a sense of enclosure. Provide any space with more single chairs than the number of patients expected to occupy it.

- **To prevent injuries that may be caused by visual ambiguities**: avoid simulation of objects or camouflage of doors (Izumi, 1968 [why is this reference not in the reference list?]).

- **To reduce anxiety**: provide with visual and acoustic privacy in the design of toilets. Construction plan layout should minimize sounds coming from unexpected or hidden areas.

- **To facilitate way-finding**: good signage, color-coded using super-graphics, and symbols with contrasting back-ground should be used. The use of Braille signs is important.

- **To prevent disturbances**: avoid the use of patterns, of heavy grained-wood. Corridors should not be endless and intimidating.

- **To ensure neatness**: use lively epoxy paint and avoid the use of wall-paper which is easily torn. Use curtains without strings for the windows, and carpets as much as possible.

These design considerations were the guidelines followed when rehabilitating hospitals for mental health in the U.S.A. by the team formed of Kiyo Izumi, Humphry Osmond, Walter Kleeman and Robert Sommer in the late 1970's. They will be our guidelines at this stage, but need to be tested and further updated.

THE CASE STUDIES

**First Case**: “The Friends of a Bright Tomorrow” Association, Isma’iliya Road.

Established in 1985, it offers a comprehensive program for children with multiple disabilities. The center is equipped to offer intensive therapy to severely mentally retarded patients. It serves 49 patients for therapy: an extensive physical therapy department where each child has individual therapy sessions as well as group interaction. Hydro-therapy and the use of light stimulation are two of the advanced techniques used.

The center also serves another population of 49 students through new learning processes: senses stimulation and speech therapy. It helps in vocational training through workshops of textile, rattan work, printing and binding, embroidery, cooking, drawing and painting, music learning, ceramics, photography and computer. It accepts all age groups; from 5yrs. to adulthood, works all year round, for seven days a week and two half-days from 9:00 to 15:00 hour.

The building consists of two floors around an interior courtyard:

- A ground floor that houses: administration, reception, clinics, classes, a gymnasium, therapeutic facilities (physiotherapy, hydrotherapy, spider room), and services.
- A first floor: where classes, workshops, a gymnasium and the services are situated.


Established in 1988, the association is more geared to education, vocational training and rehabilitation. The mental cases are milder than in the previous case.

The students in self-care are trained in prevocational workshops: rattan and iron work, carpentry, woodwork, baking, needlework, weaving and pottery. Once skilled, the students are employed by the association’s sheltered workshop with a salary. They also have computer training in specific jobs to be able to help in the business office and the secretarial work of the association. Craft projects and artwork are produced in art-classes; annual art exhibitions are held. Play rehearsals are performed at the theatre room. Gifted students form a music band and a choral group. Sports are a daily activity; students are active members of Special Olympics.

Therapeutic services are advanced in speech therapy where parents attend the classes to follow up with their children...There is a provision of physical therapy, hydrotherapy, a gymnasium and a multi-sensory room where children with autism receive treatment.

The center receives a larger population of around 130 of all ages, from three and a half years old to adulthood. It works 5days/week, and 10month/year, from 9:00 to 16:00 hour.

The building is of three floors and a roof, with an inner courtyard and a surrounding garden:

- The ground floor: where administration, reception, clinics, classes and services are situated.
- The first floor: clinics and classes.
- The second floor: workshops and services.
- On the roof, there is a cafeteria that has been furnished with the students’ products of wrought iron work and rattan; and run by them.

“The Right to Live” association has also a home that houses only the socially deprived, with a separate
entrance. This unit is allocated for girls; boys have their home in another area in Cairo. For each girl resident, there is an attendant, who also sleeps in the same room as most of the cases suffer from epilepsy, only two cases are self-reliant.

The home has two living areas for social gathering and TV watching furnished with sofas and armchairs, a dining area with two dining tables, each can accommodate eight seated persons. The kitchen opens on the dining area with a good-sized counter. Ten bedrooms (eight double & two single), a sleeping quarter for the caring mother that include a living and a sleeping corner with a private bathroom. There are three bathrooms and a private one for the residents.

**DISCUSSION**

Designing the micro-environment, down to the hardware is often the last consideration in any development, but, over time, may be the most significant aspect in terms of user’s comfort, especially when we deal with a user who needs special care. The two visited centers offer a good range of services and they both met the main rules of providing the patient privacy, and preserving his human dignity in creating a general atmosphere that could be qualified as comfortable, attractive and home like.

The two centers offer adequate spaces, furnishing and equipments in relation to most activities. Some flexibility is detected in classes furnished with modular tables that were used in various different arrangements. Walls and ceilings are well defined. The use of curtains and carpets is obvious, mainly in communal living areas and in bedrooms in the ‘home’. There is no presence of objects’ simulation that could lead to visual ambiguities; in bedrooms closets are perceived as completely inside the room.

However, there are some deficiencies concerning the following design features:

- Hard edges were found in architectural elements (columns, and in furniture pieces (counters and tables-top, arms-rest).
- Doors open to the inside, in our cases they should be dealt with as emergency doors that open to the outside.
- There is an extensive use of reflecting materials in floors (shiny and slippery ceramics in bathrooms and corridors).
- Furniture pieces are not solid enough to endure the way they are being handled.
- There is a difficulty in maintaining upholstered seats as a result of using a non-removable type of upholstery.
- Sofas are used in living areas, and are covered with patterned textile. Also, carpets are patterned. A fact that needs to be tested through questioning and observation techniques.
- Water tabs are frequently left open; they need to be replaced with self-regulating ones.

- Water heaters are located in close proximity to the use of showers, which might be dangerous in case of hot drops falling on the user.

**CONCLUSION**

The previously cited positive and negative aspects in the interior design of the two centers built specifically for the mentally retarded clarify to us some issues we needed to understand in order to modify our method of investigation, and reach more accurate results that could help us in formulating appropriate design guidelines for similar care centers.

In our forthcoming investigation, we shall need to know the exact allocation of floor area, measurements of walls, furniture dimensions and the distances between them, in each space. We should identify the actual socio-psychological factors related to the interior design of the place and their meaning to the users through multiple methods of observation and interrogation including all actors involved: doctors, caretakers, patients, parents and the administrative staff. More care centers for the mentally retarded should be studied, incorporating the two types of buildings: those that have been conceived specifically for the mentally retarded, and the other cases of adaptive reuse.

**References:**


**Keywords:** Mentally Retarded, Interior Architecture, Housing.
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BOOKS

Content
Important areas in psychology – for instance clinical psychology – see their main task in figh-ting against the “troublemakers” of the human psyche. In contrast, positive psychology em-phases the good aspects of the human life and togetherness. Who does not want to experience meaning in life, forgiveness, security, or calmness? Positive psychology offers possi-bilities to strengthen these and other the positive factors.

Review
The book is an inspiring contribu-tion to positive psychology, includ-ing a sound introduction to the field as well as a chapter on perspec-tives. Each other chapter is dedi-cated to a special positively con-noted concept that so far is rarely treated in psychology, such as solid-arity, human goodness, positive thinking. The chapters are written by experts and comprise besides literature reviews and actual research also instructions for sci-entific practitioners as well as for interested laypersons, who want to realise a “better” life.


Content
Theory and practice in environmental psychology – an introduc-tion, Mirilia Bonnes, Terence Lee and Marino Bonaiuto; Schema the-overy and the role of socio-spatial schemata in environmental psychol-ogy, Terence Lee; Cognitive processes theories and environmental issues, Maria Rosa Baroni; Perception theories and the envi-ronmental experience, Paulo Bonaiuto, Anne Maria Giannini and Valeria Biasi; Theory of attachment and place attachment, Maria Vittoria Giuliani; Understanding proenvironmental attitudes and behavior: an analysis and review of research based on the theory of planned behavior, Henk Staats; Identity theories and environmen-tal psychology, Clare Twigger-Ross, Marino Bonaiuto and Glynis Breakwell; Rhetorical approach and discursive psychology: the study of environmental discourse, Antonio Aiello and Marino Bona-iuto; Subject index; Author index.


Content
The book collects empirical work from psychologists and other social scientists that examine the connections between identity and nature. Three sections examine environmental identity at different levels of social influence: The first focuses on the individual experi-ence of nature; the second looks at how the social and community con-text mediates this experience; and the third examines the way social groups position themselves with regard to environmental issues. The question of what motivates sustainable behavior is integrated throughout the book, particularly in the first section, where authors examine the extent to which nature is given moral standing and the consequent perception that people have a responsibility to protect it, as well as examining environmental identity as a motivator of behavior; and the third section, where authors discuss the ways in which group identities develop and affect behavior surrounding environmental conflicts. This volume illustrates the impact of identity on beliefs and behavior in the specific con-text of environmental issues. An awareness of environmental iden-tity can reveal the motivations for the different ways that people understand and respond to the psychological and moral signifi-cance of nature.


Content
This is the first in a series of edited volumes recording the work of the BEQUEST network, partly funded by the European Commission. This volume describes a compre-hensive and integrated approach to the evaluation of sustainability in the built environment, discussing protocols for urban planning, prop-erty development and design, and the construction, operation and use of buildings. It introduces a

This is a collected volume with chapters by building performance researchers in countries all over the world, including UK, The Netherlands, Brazil, Israel, Japan and Canada, as well as the US. The book focusses on a building performance approach to all stages of commercial building delivery, illustrated by examples and case studies from different countries.


This book offers a new perspective and insights into the relationship between users and workspace in office buildings. The book develops a theory of physical, functional and psychological comfort and how these are influenced by environment. Numerous case studies and examples are used to illustrate this new approach to the environmental psychology of workspace.


This unique book discusses programming, design and building evaluation providing a joined up approach to building design. By linking the functional and architectural qualities of a building, the authors show the practical implications of the utility value of buildings. Starting by looking at how the relationship between form and function has been dealt with by different approaches to architecture from a historical perspective, it goes on to discuss how the desired functional quality and utility value of a building can be expressed in a brief and given a physical form by the architect. Finally, it advises on how to carry out post-occupancy evaluation and provides the architect with methods and techniques for testing whether the intended utility value of a building has been achieved.


This paper reflects on research undertaken by OPENspace Research Centre in relation to outdoor environments, urban and rural, and how people access and engage with them. It illustrates how playful engagement with natural environments in childhood is reflected in behaviour and attitudes in later life. Using examples from across Britain, it explores the common likes and dislikes of visitors and potential visitors to places such as local woodlands, parks and other publicly accessible green and natural places. Qualitative data illustrates the strong memories and multisensory experience that childhood visits to natural environments evoke. The changing attitudes of teenagers to going outdoors is compared with older people’s views, and the relationship of both groups in the context of public space use. The complex way that people respond to different environmental qualities, their attitudes and perceptions in relation to their behaviour, needs careful interpretation to inform effective planning.


This report outlines the results of a research project into the use and abuse of forests and woodlands in the Central Belt of Scotland. The research was commissioned to explore public use of, and attitudes towards, forests and woodlands, to address questions into aspects of use and user provision which had been identified as important by land-owners, managers and administrators. These questions are concerned with the level of use of forests and woods, the profile of users and their reasons for visiting certain places, and the quality of the experiences gained by different segments of the population who visit them.

Boyanowsky, E. (2004). Cutting a deal with Attila: Confrontation, capitulation and resolution in environmental conflict. In J. A. Wainwright (Ed.), Every Grain of Sand: Canadian Perspectives on Ecology and the Environment. Waterloo, ON, Canada: Wilfred Laurier University Press. (For more information contact Ehar Boyanowsky <boyanows@sfu.ca>) Content

It is a review of how my values regarding environment and habitat were formed growing up in the bush in Northern Ontario and applied to my research, as a social-environment-forensic psychologist, on the interaction of people and the natural environment, and how we end up with ecoterrorism versus satisfactory resolution.

The Encyclopedia of Applied Psychology contains an entire section on Environmental Psychology edited by Mirilia Bonnes and Giuseppe Carrus, University of Rome, Italy. The section covers the main issues in environmental psychological research. The chapters are written by distinguished scholars in the field.

JOURNAL ARTICLES
(new or forthcoming)


Rioux, L. (in press). The well-being of aging people living in their own homes. *Journal of Environmental Psychology*.


JOURNALS
(new issues)

Children, Youth and Environments, 14(2). (ISSN 1546-2250 – Internet access at: http://www.colorado.edu/journals/cye/14_2/)

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- Soundings for Architecture: An Educational Workshop for Adults and Young People. Rosie Parnell
Like many other disciplines, architecture has a wide variety of text books that treat the different theories within specific subjects of the discipline. Nevertheless, few books consolidate studies on the same area from different theoretical approaches. This practice is more common in special issues of academic journals and limiting the scope to 6 or 8 studies. In this sense, the book published by T.M. de Jong & D.J.M. van der Voordt raises the subject of urban, architectonic and technical design consolidating and classifying a wide variety of studies that, although made by members of the Faculty of Delft itself, enjoy a plurality of approaches. In fact, the authors come from many different backgrounds and this gives the book an interdisciplinary character.

Some of the questions examined are: How does a designer generate a concept? What is the role of typology, model development, hypotheses and forecasts in this process? Is ‘ex ante’ evaluation able to provide timely indications of strengths and weaknesses in a design? How can ‘ex post’ empirical research contribute to improve briefing reports, as well as optimise design? What are the (dis)similarities between design research, typological research, design study and study by design with reference to objectives, methodology, object and context, applicability in design processes and scientific character? These and other recurring questions have been treated in a detailed way.

The book focuses on design analysis with reference to concept, intent, function, form, structure and technique. It comprises eight sections, and each section includes several chapters. Each section has a brief introduction which resumes the main topics of each chapter giving a panoramic vision of the research cases to the reader. Section A, titled ‘Naming and Describing’, stress es the importance of concepts in design as well as the description of reality for theory development and the practice of designing. The section reflects the value of descriptive study and the need of a clear and unambiguous terminology.

Section B, ‘Design Research and Typology’, drawn attention on the means of design such as the ‘model’ and its predecessors: the ‘types’ and ‘concepts’, among others. Section C, ‘Evaluating’, as its name indicates, focuses on relevant themes for evaluation discussing how design effects can be predicted ex ante or be measured ex post. The authors underline the requirement of performing ‘integrative evaluations’ including functional, formal, technical and economic effects.

In Section D, ‘Modelling’, different kinds of models are discussed: verbal, mathematical and visual models, looking for make consistent the models and their relation to reality. Section E, ‘Programming and Optimising’, is centred on programming study looking for design optimisation and emphasising the relevance of the context.

Whereas Section F, ‘Technical Study’, is focused on construction-technical design, Section G, ‘Design Study’ and Section H, ‘Study by Design’ discuss more ‘soft’ knowledge and concepts on design. Specifically, Section G includes chapters with suggestive issues such as: ‘Creating space of thought’, ‘Perceiving and conceiving’, ‘Formation of the image’, ‘Experience, intuition and conception’ which provide a terminology quite near to environmental psychologists. Here the context is understood in terms of actual context, the location, where the object is variable because it has to be designed. In contrast with this, in Section H the authors emphasise both the context and the object as variables of study.

This brief route by the contents of the book indicate that it provides, without doubt, a technical and specialised glance in the task of the architectonic design. Different scopes of application are represented on it (e.g. national, provincial, local level), as well as different nature (e.g. cultural, economical, technical dimensions). The book presents a rich blend of many different perspectives, methods and ideologies that make it unique in the architectural literature.

In terms of format, both the sections and the individual chapters have been made easily accessible through a consistent structure and a navigation aid. Its graphical wealth (the book contains over five hundred illustrations) turns it a source of inspiration and a “must-be-read” source for professionals who use systematically the graphical resources.

To read more about the book, please take a look at http://www.library.tudelft.nl/dup/leaflets/2332.html
This collection of essays, which is neither an instant book nor a catalogue of disasters, investigates the relationships between war and city. It aims at going beyond the case study logic and strives to improve our ability to look at and interpret future scenarios.

War as a means to accelerate the introduction of a market economy, the relaxation of land use planning rules and the intentional exacerbation of hostility between groups of different ethnic and/or religious composition are all interwoven with each other. In addition we get the increasing ghettoization of the post war urban landscape and the incorporation of war into the planning discourse. These are problems whose relevance goes beyond the cities examined in this volume.

Attention is also paid to the challenge and ambiguity of reconstruction. Designs, which follow the principles of sustainability, are being drawn up for war torn cities and their buildings and infrastructures sited in areas razed by war are conveniently referred to as “re-construction plans”.

Cities/countries included: Saigon South, Vinh, Hue, Cantho, Sarajevo’s Town Hall, Beirut City, Mozambique, Post-apartheid South Africa, Gaza Strip, Rwanda, Bosnia and Herzegovina, Kabul

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Abstract
The primary goal of this thesis was to develop an Expert checklist for assessing and developing outdoor residential environments. The checklist was utilized by 5 experts in the fields of architecture, landscape architecture, and urban planning who were all familiar with the concept of architectural psychology.

The checklist was validated against a Post-occupancy evaluations form (POE) that was developed especially for this purpose. The POE was administered to over 400 residents in Lund, Sweden, and rendered five factors, Attachment, Outdoor Enjoyment, Aesthetics, Sustainability, and Social Interaction. By means of the checklist it was possible to predict the first three of these five factors.

Further studies using the Expert checklist showed that the form could be used in a cross-cultural context. Twenty-two planning professionals, who came from Africa, Asia, Eastern Europe, and South America participated. A test was also performed to discover if cultural differences would affect the way the built environments were assessed.

Additional studies were performed to expand the usefulness of the Expert checklist by evaluating two recent large-scale housing areas that had been developed and organized as housing exhibitions within southern Sweden. Six experts in the fields of architecture and landscape architecture utilized the checklist to assess these two new and innovative areas.

Finally, the checklist was used in a course for architecture students and the outcome indicates that using this tool can enhance the understanding of the students related to the needs of end users, specifically regarding their outdoor environment.

The thesis consists of five studies incorporated into four papers which are all related to the development of the Expert checklist. The five studies have shown that the checklist is a valid and reliable method for assessing the outdoor environment in order to identify essential environmental qualities that individual’s desire as well as a useful tool for teaching architecture students about these qualities.

Keywords: architectural education, cross-cultural, environmental atmosphere, expert checklist, housing environments, housing exhibitions, outdoor environment, POE.
A well chosen line of main stream writers on this topic. Urbanisation, a characteristic of the 20th century, is a profound transformation of urban settlement processes and their outcomes which has not been well understood in terms of both positive and negative impacts. The inter-relations between housing, urban planning, health, social and environmental policies have been poorly articulated until now. Today it is crucial to acknowledge the important role of human settlements as localities for the management of resources as places for accommodating diverse ways of life and as forums for interventions of all kinds. This is an important challenge for both current and future generations. Each of the twelve chapters in this book make an innovative contribution to ongoing debate in this complex and vast subject area.

**SUSTAINING HUMAN SETTLEMENT: A CHALLENGE FOR THE NEW MILLENNIUM**

*Edited by Roderick Lawrence, University of Geneva, Switzerland*

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**NEWS**

- **URBAN COMMUNICATION FOUNDATION**
  We are pleased to announce the establishment of the Urban Communication Foundation.
  This foundation has been formed to promote and support research into urban communication, sponsor activities, encourage young scholars, and reward outstanding scholarship in this broadly defined area. The entity has been established in the U.S. as a 501 (c) (3) not-for-profit corporation.
  Specifically, initial activities are being designed to encourage more interest in urban communication research and acquaint external constituencies and communities with the value and relevance of communication research to their work (e.g. community leaders, architectural and design experts, community designers, relevant policy makers, social activists, etc.).

  For further information contact Gary Gumpert or Susan Drucker:
  listra@optonline.net or sphsjd@hofstra.edu

- **GRADUATION PLEDGE ALLIANCE**
  Humboldt State University (California) initiated the Graduation Pledge of Social and Environmental Responsibility. It states, "I pledge to explore and take into account the social and environmental consequences of any job I consider and will try to improve these aspects of any organizations for which I work." Students define for themselves what it means to be socially and environmentally responsible. Students at over a hundred colleges and universities have used the pledge at least some level. The schools involved include small liberal arts colleges (Colgate and Skidmore); large state universities (Oregon and Utah); and large private research universities (Princeton and Stanford). The Pledge is also now found at graduate and professional schools, high schools, and schools overseas (e.g., in France, Taiwan, Canada, and Australia).

  Graduates who voluntarily signed the pledge have turned down jobs with which they did not feel morally comfortable and have worked to make changes once on the job. For example, they have promoted recycling at their organization, removed racist language from a training manual, worked for gender parity in high school athletics, and helped to convince an employer to refuse a chemical weapons-related contract.

  Manchester College now coordinates the campaign effort, which has taken different forms at different institutions. At Manchester, it is a community-wide event involving students, faculty, and staff. Typically, over fifty percent of students sign and keep a wallet-size card stating the pledge, while students and supportive faculty wear green ribbons at commencement. The pledge is printed in the formal commencement program. Depending upon the school, it might take several years to reach this level of institutionalization. If one can get a few groups/departments involved, and get some media attention on (and off) campus, it will get others interested and build for the future. The project has been covered in newspapers around the country (e.g., USA Today, Washington Post, Associated Press, and Chronicle of Higher Education), as well as being covered in magazines (e.g., Business Week), national radio networks (for instance, ABC), and local T.V. stations (like in Ft. Wayne, IN).

  In a sense, the Pledge operates at three levels: students making choices about their employment; schools educating about values and citizenship rather than only knowledge and skills; and the workplace and society being concerned about more than just the bottom line. The impact is immense even if only a significant minority of the one million college graduates each year sign and live out the Pledge.

  The Campaign has a web site, at http://www.graduationpledge.org

  PLEASE KEEP US INFORMED OF ANY PLEDGE EFFORTS YOU ARE EVEN CONSIDERING TO UNDERTAKE, AS WE TRY TO MONITOR WHAT IS HAPPENING, AND PROVIDE PERIODIC UPDATES ON THE NATIONAL EFFORT (INCLUDING HINTS ON HAVING A SUCCESSFUL CAMPAIGN).

  Contact Neil Wollman; Ph. D.; Senior Fellow, Peace Studies Institute; Professor of Psychology; Manchester College, North Manchester, IN 46962; nchwollman@manchester.edu; 260-982-5346; fax 260-982-5043; for information/questions/comments.
On March 4 2005 the 'Leonardo da Vinci' room of the DOMUS Museum in Corunna (Northwest Spain) was the scene of the presentation of no. 25 of the Bulletin of People-Environment Studies.

This session was used to debate the relation between Psychology and Architecture and the role of both disciplines in the development of knowledge regarding the nature of the interaction between people and the built environment. Participants included the Head of the Urban Planning Department of the City Council, Mr Salvador Fernández Moreda, currently Chairman of the County Council of the Province of A Coruña, Dr Alicia Risso, Head of the Department of Psychology, and Dr José M. Casabella, Dean of the Faculty of Architecture. The Vice-Chancellor of the University acted as moderator of a session in which Dr Ricardo García-Mira presented the IAPS Bulletin and the objectives and purposes of our scientific organization. The participants highlighted the importance of establishing bridges to connect psychology and architecture and urban planning within an interdisciplinary framework of collaboration. Dr García-Mira thanked the academics and representatives of local government for the backing they had given to the presentation of the publication and gave an overview of the history of the Bulletin since 1994 within the scientific society IAPS, as a forum for participation and exchange in social problems research involving the transformation of the urban environment, the rural environment and biodiversity, and stressed the importance of promoting publications that allow contact between researchers in order to shed further light on the complex interaction between human beings and the environment. He also mentioned that the Bulletin is distributed all over the world to more than 600 members.

The presentation was attended by over one hundred people, mainly from the worlds of psychology, sociology, architecture and decision-making, as well as other University staff and friends of the Editor.

- Architects, psychologists and policy-makers talked together about people-environment issues. [Up left].
- The meeting, which was held in Corunna’s Domus Museum, was attended by over a hundred people. [Down left].
- Professor González-Laxe, former President of Galicia and Professor Barja, the Vice-Chancellor, talk to the IAPS Bulletin Editor. [Down right].

Access to nature and the outdoors is thought to be beneficial for older adults, in both community based and facility based settings. Recent research has found measurable health-related benefits such as improved mood, lowered blood pressure, and reduced salivary cortisol, associated with contact with natural environments. Studies have also shown that many older adults value having access to outdoor areas. But if this is true, why are so many outdoor areas at long term care facilities perceived as being underused? Do older adults still need access to nature?

The production of this Special Issue is in progress, addressing the potential benefits (or drawbacks) of outdoor usage, the reasons outdoor space may be used (or not) in specific settings, and innovations/interventions that illuminate how the design of outdoor areas may better meet the needs of older adults. In addition to broad-based research on this topic, studies or needs of specific populations/circumstances are invited, as are landscape theory-based studies that have relevance for older adults. Multidisciplinary perspectives are encouraged, from the social sciences, design professions, caregiving and provider industries, and other relevant fields.

The Journal of Housing for the Elderly is a scholarly peer-reviewed journal that has been in circulation since 1983.

Visit our website at http://www.haworthpressinc.com/web/JHE/

For more information contact: Benyamin Schwarz, SchwarzB@Missouri.edu and Susan Rodiek, rodiek@tamu.edu

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Children, Youth and Environments (CYE) will be a large special international volume on child and youth participation with collections of papers from seven regions of the world. This call is for the North American special issue. Participatory research and practice has offered a promising new framework for researchers, youth workers and child rights advocates of all kinds who are committed to social justice and change (see below for information regarding other regions).

Participatory approaches to community research with children and youth have demonstrated the multiple benefits of engaging the perspectives of young people: challenging social exclusion, redistributing power within the research process and building the capacity of young people to analyze and transform their own lives and to partner in the building of more sound, democratic, communities. But we have not given enough attention to systematically evaluating and critiquing our practice. This special issue of CYE will offer an international forum to review and advance the field, developing its potential through cross-cultural dialogue, self-reflexive critique, and critical synthesis.

Forefronting contextualized knowledge and personal experiences, participatory research has necessarily placed an emphasis upon the local, often failing to theorize connections to broader social processes. By contrast, this issue will offer a global perspective on participatory work with young people which is grounded in local practice. In addition to papers that take a critical perspective on North American work, we strongly encourage the submission of papers that offer a translocal perspective and that provide new insights through cross-cultural dialogue.

Children, Youth and Environments (CYE) is an online international refereed journal that seeks to connect the worlds of research, policy and practice. It builds upon the prior sixteen years of publication of Children's Environments. (http://www.colorado.edu/journals/cye)

For more information contact: Caitlin Cahill, caitcahill@aol.com and Roger Hart, Roghart1@aol.com
**Children, Youth and Environments (CYE)**

Announces a Special Issue: Children, Youth and Local Governance

Sheridan Bartlett (Guest Editor)

Children, Youth and Environments (CYE) announces a call for papers on the topic of Governance and Children. The projected publication date is fall 2005.

**BACKGROUND**

The Convention on the Rights of the Child establishes clearly that children are citizens, and that their best interests must be a primary consideration in all actions that concern them. This places a very specific responsibility on all levels of government, and on other institutions and actors in the public and private sectors as well as civil society, all of which participate in the wider process of governance. The best interests of children are not always identical with the best interests of the universal citizen who may be the focus of most planning and decision making (or, perhaps more pragmatically, with the general bias in favor of those who vote or who otherwise exert influence on the processes of governance.) This means that government has, to start with, some responsibility for determining what, in fact, these best interests are.

There is also this matter of in all actions that concern them. This is most often seen as entailing a relatively narrow range of issues health, education, social services and protection perhaps some attention to recreation. It is the rare government, local or otherwise, that actually acknowledges the degree to which most of its actions concern children in the end.

This special issue is intended to draw attention to this matter of governance as it concerns children. We welcome papers that describe creative and practical responses to this mandate to give attention to childrens best interests and that contribute to an understanding of the factors that help or hinder genuine attention in this area.

Because of CYEs focus on environment, there is a particular interest in papers that address planning, impact assessment and decision-making around physical living conditions housing, public space, transport and other environmental infrastructure and resources as they affect children.

Since these issues are so very local in nature, we expect most papers to be on the subject of local governance. But we recognize that the context for local governance is much broader, and we welcome papers that explore the ways in which government at higher levels establishes this context. Since an important component in identifying childrens best interests is consultation with children, papers on the inclusion of young people in the processes are governance are especially welcome.

We would particularly like to encourage contributors to move beyond a focus on special projects for children; these can be interesting, but we are more interested in exploring the ways in which attention to children becomes part of the routine business of governance. We would also like to encourage, wherever possible, accounts that follow efforts over time. So many ideas fail to take off or to survive or they change and improve in the course of experience. Either way, the most useful lessons come not from snapshots but from a better understanding of a process as it unfolds.

For more information, contact Dr. Sheridan Bartlett, Guest Editor, Children, Youth and Environments (CYE): <sheridan@sover.net>
The Conference aims at gathering researchers and practitioners across the UK that have an interest and/or a say on the potential of environment-behaviour research and its impact on the environment.

In addressing the theme of this conference participants can offer their contribution to a number of potential areas for discussion have emerged. Therefore, papers can be of theoretical and practical nature; in both cases, they will be assessed upon their reflective content. Some areas of discussion include:

• Who should the information outcomes of this research be aimed at and what implications this bears on the education of other disciplines?
• How much of our the research produced within the environment-behaviour remit is known about by other professions?
• How do we make our these research findings more accessible, usable and understandable? How should environmental psychologists present their findings i.e. what is an appropriate format?
• Is it necessary for all our research to have direct, practical applications?
• What have been the successes so far? Some would argue that one success has been a recognition of the values of some of the methods of environmental psychology e.g. Post-Occupancy Evaluations (POEs)?

The Conference is jointly organised by the University of Paisley, Institute for Applied Social and Health Research (Dr Edward Edgerton) and the University of Strathclyde, Department of Architecture (Dr Ombretta Romice).

An IAPS AGM will be held at the conclusion of the Conference, on Thursday 15th September.

Conference website: http://www.envpsy.org.uk

For more information: epuk4@paisley.ac.uk

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This Conference is organized by the Department of Social and Organizational Psychology of the ISCTE (Portugal) and the Laboratory of Environmental Psychology of the University Paris 5-René Descartes (France) represents a 42-hours course.

The event will take place from 12 to 18 July 2005 at the Higher Institute of Work and Enterprise Sciences (ISCTE), Lisbon, Portugal.

The Summer School addresses to students, young researchers and professionals working in the environmental field. The Summer School in Environmental Psychology allows to enrich theoretical and methodological knowledge as well as to actualize the applications perspectives on the theme of Urban Design and Human Behavior relationship.

The Summer School aims to promote the exchange of knowledge and skills between Portuguese and French researchers coming from different academic milieus, students, young researchers and professionals from various countries.

Pre-program: 1) Seminars. - Urban design and delinquency: the case of pickpocketing; Fear of crime in cities; Urban risks; Collective risks; Pro-environmental behaviors; Spatial differentiation and incivilities. 2) Conferences; 3) Research and methodology workshops (in small groups); 4) Possibility of presentation and discussion on research currently being developed or recently carried out by the participants in relation with the themes of the Summer School (poster session)

Teaching Staff: Elena SAUTKINA (University Paris 5, ISCTE); Gabriel MOSER (University Paris 5); Jorge VALA (ISCTE); José Manuel PALMA (University of Lisbon); Luís SOČZKA (CNIG); M. Luísa LIMA (ISCTE); Michel-Louis ROUQUETTE (University Paris 5); Paula CASTRO (ISCTE).
At this time we might describe our place as both global and local. Since society has turned place into a commodity, what is our role as a discipline and as a profession facilitating a cultural rediscovery of the essential connections within nature and community? If it matters that expressions of the local are disappearing - our vernacular landscape, our regional ecology and unique lexicon of community - how do we construct new frames of reference for ideas of place in the 21st century?

The CELA 2005 conference will focus on the dialectics of culture and nature, connection and disjunction, the global and the local, process and form. CELA 2005 will be hosted by the School of Environmental Design at the University of Georgia. Created by an act of the Georgia Legislature in 1785, the University is the oldest state-supported public university in the U.S. Events are planned at both the Classic Center in downtown Athens as well as on the historic north campus of the University.

Athens is an ideal place to examine placemaking and culture. Home to a number of outstanding antebellum houses, it is centered in the piedmont region of Georgia between the very different cultures of Appalachia and the southern coastal plain. Located just sixty miles from Atlanta, the ‘Capital of the New South’, Athens has a cosmopolitan feel, while at the same time being a small Southern town with a huge cultural scene. Music abounds, with bands such as the B-52’s, REM, and Widespread Panic emerging with international acclaim.

Explore with us the dialectics of culture and nature, art and science, structure, function, and change. Share with us an opportunity to dig deep into our special place. Oh, by the way, you’ll be on southern time in the red clay of the Georgia piedmont, where time moves slowly, kudzu creates roadside attractions, and the mosquitoes and music are fierce. We look forward to seeing y’all in September.

Co-ordinators:
Ricardo García-Mira & José Romay
University of Corunna, Spain

Participants:
Ricardo GARCÍA MIRA (University of Corunna, Spain)
Alexis LORENZO RUIZ (University of Havana, Cuba)
Paloma LOSADA FERNÁNDEZ (Association of Psychologists, Navarra, Spain)
Eulogio REAL DEUS (University of Santiago de Compostela, Spain)
José ROMAY MARTÍNEZ (University of Corunna, Spain)
César SAN JUAN (University of the Basque Country, Spain)
David UZZELL (University of Surrey, United Kingdom)

The role of psychologist in disasters and emergencies is being recognised as very important throughout the complete cycle of disaster and emergency events, both from a preventative aspect, crisis action, as well as in the recovery work after the disaster.

This symposium will address both intervention and evaluative aspects, and will focus, among other things, on the analysis of disaster processes, response profiles or exhibition levels of the population, drawing on the accumulated experience of several disasters over the last 20 years. Other aspects for discussion include the general analysis of the interaction between disasters, nature and the psychosocial impact, or more specific analysis of the impact of losing both human lives as well as material goods. Finally, the symposium will focus on the development of theoretical models for the analysis of and intervention in catastrophes.

The symposium will bring together researchers with research experience of disasters both in Spain and in other parts of the world (e.g., Prestige, 11M, Tsunami, earthquakes in El Salvador, Bradford City football stadium fire, Algarve forest fires).

For more information, please, contact Ricardo Garcia Mira (fargmira@udc.es)
We invite you to attend the International Association of Applied Psychology’s 26th International Congress of Applied Psychology to be held in Athens, Greece from July 16 to 21, 2006. The Congress is organized by the Hellenic Psychological Society and the Association of Greek Psychologists. IAAP is the oldest international psychological membership association. Established in 1920, it has individual members in more than 80 countries, and holds an international Congress every four years in different cities of the world. IAAP is accredited with the United Nations as a non-governmental organization (NGO).

The major fields of activity within IAAP are reflected in its 16 Divisions.

- ORGANIZATIONAL PSYCHOLOGY
- ECONOMIC PSYCHOLOGY
- PSYCHOLOGICAL ASSESSMENT & EVALUATION
- PSYCHOLOGY & LAW
- PSYCHOLOGY & NATIONAL DEVELOPMENT
- POLITICAL PSYCHOLOGY
- ENVIRONMENTAL PSYCHOLOGY
- SPORT PSYCHOLOGY
- EDUCATIONAL & SCHOOL PSYCHOLOGY
- TRAFFIC & TRANSPORTATION PSYCHOLOGY
- CLINICAL & COMMUNITY PSYCHOLOGY
- APPLIED COGNITIVE PSYCHOLOGY
- APPLIED GERONTOLOGY
- STUDENTS
- HEALTH PSYCHOLOGY
- COUNSELING PSYCHOLOGY

The scientific program will consist of invited keynote, state of the art and presidential addresses, group and individual presentations. Group presentations will consist of invited symposia of the Divisions, symposia, poster symposia, continuing education workshops, and panel discussions. Individual presentations will be oral papers, conversation hours with distinguished psychologists, and films/videos. The official languages of the congress are English, French and Spanish.

The very word psychology is, of course, Greek, as are hundreds of terms in our discipline. The history of psychology begins with the systematic study of psychological phenomena in the 7th century BC by Hellenic philosophers and as a result many precursors of many theories in modern psychology are of Hellenic origin.

In addition, Greece is an attractive site because of its rich cultural history with unique archaeological sites, its mosaic of natural beauty, countless islands, and Mediterranean climate. We believe you will find the Congress to be an important international venue to present your work and look forward to seeing you in Athens.

Information about the congress can be found on the websites:
www.iaapsy.org and www.erasmus.gr

If you have additional questions, feel free to email us at:
ICAP 2006 Organizing Committee icap2006@psych.uoa.gr
Environmental Education (EE) has extended its objectives out from the development of attitudes, skills and the acquisition of conceptual knowledge about the environment to others that are more realistic and efficient and enable people to act, both individually and together, in favour of the environment. But, for this option to be efficient, we must consider as a priority the education and the capacity for action of the teachers that will have to teach EE, so they can transfer these competencies to their future pupils.

The main objective of this research is to analyse the effectiveness of an experimental didactic model. This model is based on working on environmental problems in one’s own environment, with future teachers trying to develop competencies for action in favour of the environment - taking into account the goals of EE (knowledge, attitudes and environmental behaviours) - as an alternative to the more traditional and lecture-based teaching methodology that is commonly used at this level of education. To this end, first of all, it is necessary to clarify the concept of EE that underlies the proposed didactic model. The two core ideas that we developed to settle the conceptual frame are: 1) the environment as a system and 2) environmental complexity and sustainable development in an age of globalisation.

To undertake this research (with a sample of n=304 subjects), we designed and produced material ("research projects") with a socio-environmental theme that corresponds to their questions in daily life and makes them assume life styles in favour of the environment and adopt different personal and social behaviours. We also created and validated the measuring instruments for collecting data (attitude scale, knowledge questionnaire and scale of intentional pro-environmental behaviour).

The main results show that the experimental model caused changes that were positive and statistically significant, although not equivalent on a quantitative level, in their environmental attitudes, in their conceptual knowledge about the environment and in their behavioural intention to act in favour of the environment. It should be pointed out that the personal variables (gender and age) have no effect and that a high level of satisfaction was recorded by the students that used this methodology. Recommendations for the education of future teachers in EE can be inferred from the conclusions.

**Keywords:** Environmental education, teachers’ initial education, didactic model, competence for action

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CAPTURING THE HIKE EXPERIENCE ON VIDEO: A NEW METHODOLOGY FOR STUDYING HUMAN TRANSACTIONS WITH NATURE

Claudia Mausner
Director: Gary Winker
The Graduate Center of the City University of New York (CUNY)

Few empirical studies have examined the human experience of nature. Most research has focused on human response to nature vis-a-vis landscape perception, using photographs or slides in laboratory settings. Questionnaires, rating scales, and physiological indicators have been used to evaluate responses to these simulations. This dissertation addressed the methodological shortcomings of existing research by developing new techniques for studying human transactions with nature in a real-world context. These techniques incorporated multisensory environmental information, visual and extra-visual perception, movement, and the dynamics of time. Hiking was the focus of inquiry, as an outdoor activity which promotes interaction with nature. Members of the Appalachian Mountain Club were recruited to hike a 5-mile trail section in New York’s Sterling Forest State Park. Six separate hikes were conducted, each with a different pair of hike partners. One person wore a forehead-mounted microvideo camera to videotape the hike from beginning to end. Both partners wore external microphones to capture conversation and environmental sounds; they were instructed to talk about what they heard, touched, smelled, or saw while hiking. A questionnaire was administered immediately after each hike, and follow-up interviews were conducted to review excerpts from the videotaped hikes. The HIKEN™ notation system, similar in design to a musical score, was developed to facilitate analysis of the extensive videotape data. Findings from this study indicate that many assumptions which underlie the traditional approach to this subject need to be revised to accommodate a real-world context. Attention is an area of inquiry that deserves greater emphasis, along with individual differences and changes in human-nature transactions over time and across settings. The hike experience must be studied in terms of kinesthetics and multimodal perception, and challenge is a dimension in need of focused investigation. Analysis of the hike as a sequence of events revealed the quality of “insideness”, a subject which can be explored further from a phenomenological perspective. This study also offers preliminary direction for improved design and maintenance of hiking trails, to expand their potential for providing diverse and rewarding nature experience.

For more information contact Claudia Mausner: <mausnerc@hotmail.com>
IAPS Bulletin No 26

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JAPR is available on the Internet through the Wilson Omnifile system.

"The only fence against the world is a thorough knowledge of it."  

John Locke
IAPS Networks

The Networks are interest and research groups formed by IAPS members. They carry out debates, discussion groups, publications, often possess their own website and organise symposia and conferences. For example, the Culture and Space in the Built Environment Network organised a very successful meeting in Istanbul in 1997, and the Spatial Analysis Network organised a conference on ‘Spatial Analysis in Environment-Behaviour Research’ in 1995 in Eindhoven, The Netherlands.

Find below a complete list of those currently operating within IAPS, and get in touch with them for more information!

Housing
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• Rolf Johansson, Built Environment Analysis, Infrastructure and Planning, KTH, SE-100 44 Stockholm, Sweden; Tel 46-8-7908498; fax 46-8-7908580; Email: rolf@arch.kth.se
• Listserv for the housing network is available through the coordinators.

Education
• Neccd Teymur, Faculty of Architecture, Inonu Bulvari, 06531, Ankara, Turkey; Tel 90-312-210 2201; fax 90-312-210 1108; Email: teymur@vitruvius.arch.metu.edu.tr
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IAPS WEBPAGES MEMBERSHIP SECTION

Ombretta Romice IAPS webmaster

The IAPS ‘Members Area’ of the website is a new service for IAPS members. This area provides members with access to the most recently published issue of the bulletin in PDF format, and there is also now a facility allowing people to check their membership status.

Log in to both options using the following login details
username = iaps
password = membersonly
IAPS AIMS and OBJECTIVES

One of the priorities of the IAPS Board is to encourage more young researchers to join and be active within IAPS. Apart from special student rates for joining the Association (half the normal cost) and reduced rates for attending conferences, we have instituted a Young Researcher Award which recognises the best paper from a young researcher at the IAPS Conference. We also have a Doctoral Student Workshop linked to the Conference at which doctoral students can discuss their work with leading EB researchers and fellow students in a supportive environment.

We are also looking to further and facilitate international collaboration. This is best achieved by working with other EB organisations, but we are also currently looking to see how we can facilitate the setting up of a network of EB Research Units and Laboratories. This could potentially be highly beneficial for both international collaboration. This is best achieved by working with other EB organisations, but we are also currently looking to see how we can facilitate the setting up of a network of EB Research Units and Laboratories. This could potentially be highly beneficial for both international collaboration.

In particular the Objectives of IAPS are

- To facilitate communication among those concerned with the relationships between people and their physical environment.
- To stimulate research and innovation for improving human well-being and the physical environment.
- To promote the integration of research, education, policy and practice.

To Achieve its Objectives the Association

- Facilitates contact and exchange of ideas between members all over the world.
- Holds regular conferences and specialised symposia and seminars in English and French.
- Publishes a newsletter, conference and seminar proceedings and a membership directory.
- Develops relationships with similar organisations (EDRA (N. America); MERA (Japan); PAPER (Australasia).
- Maintains study networks which regularly organise Network Symposia and publish Newsletters.

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